

Boiling Springs Elementary

700 Double Bridge Road
Boiling Springs, South Carolina 29316

Grades	PK-5 Elementary School	
Enrollment	953 Students	
Principal	Dr. Rick Menzer	864-578-1231
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	40	10	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Good	Unsatisfactory	No
2005	Good	Below Average	No

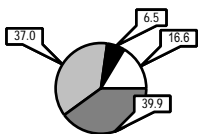
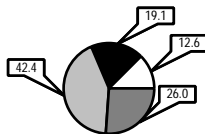
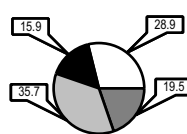
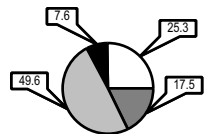
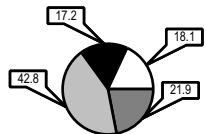
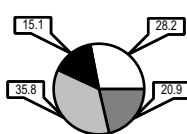
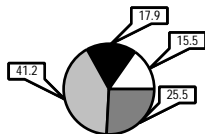
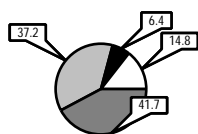
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	490	100.0	16.6	37.0	39.9	6.5	57.2	Yes	Yes
Gender									
Male	273	100.0	22.4	33.9	40.4	3.3	54.3		
Female	217	100.0	9.5	40.8	39.3	10.4	60.7		
Racial/Ethnic Group									
White	405	100.0	12.4	37.9	41.9	7.8	59.9	Yes	Yes
African American	53	100.0	39.6	33.3	27.1	0.0	39.6	Yes	Yes
Asian/Pacific Islander	14	100.0	33.3	25.0	41.7	0.0	66.7	I/S	I/S
Hispanic	17	100.0	38.5	38.5	23.1	0.0	30.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	418	100.0	11.3	36.0	45.1	7.6	65.1		
Disabled	72	100.0	47.7	43.1	9.2	0.0	10.8	No	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	488	100.0	16.4	36.9	40.1	6.5	57.4		
English Proficiency									
Limited English Proficient	35	100.0	52.0	32.0	16.0	0.0	32.0	I/S	I/S
Non-Limited English Proficient	455	100.0	14.5	37.3	41.3	6.9	58.7		
Socio-Economic Status									
Subsidized meals	166	100.0	32.9	39.9	23.8	3.5	34.3	No	Yes
Full-pay meals	324	100.0	8.9	35.6	47.5	7.9	68.0		

Mathematics – State Performance Objective = 36.7%									
All Students	490	100.0	12.6	42.4	26.0	19.1	62.8	Yes	Yes
Gender									
Male	273	100.0	14.3	38.8	25.3	21.6	60.8		
Female	217	100.0	10.4	46.8	26.9	15.9	65.2		
Racial/Ethnic Group									
White	405	100.0	9.4	41.1	27.7	21.8	68.3	Yes	Yes
African American	53	100.0	31.3	47.9	16.7	4.2	29.2	Yes	Yes
Asian/Pacific Islander	14	100.0	25.0	58.3	8.3	8.3	50.0	I/S	I/S
Hispanic	17	100.0	23.1	46.2	23.1	7.7	38.5	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	418	100.0	6.6	42.3	29.9	21.3	71.1		
Disabled	72	100.0	47.7	43.1	3.1	6.2	13.8	No	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	488	100.0	12.6	42.1	26.1	19.1	63.1		
English Proficiency									
Limited English Proficient	35	100.0	24.0	44.0	28.0	4.0	52.0	I/S	I/S
Non-Limited English Proficient	455	100.0	11.9	42.3	25.9	20.0	63.4		
Socio-Economic Status									
Subsidized meals	166	100.0	25.2	51.7	13.3	9.8	39.9	Yes	Yes
Full-pay meals	324	100.0	6.6	38.0	32.0	23.4	73.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	490	100.0	28.9	35.7	19.5	15.9	35.4
Gender							
Male	273	100.0	31.8	28.6	18.8	20.8	39.6
Female	217	100.0	25.4	44.3	20.4	10.0	30.3
Racial/Ethnic Group							
White	405	100.0	25.5	34.9	21.8	17.7	39.5
African American	53	100.0	50.0	33.3	8.3	8.3	16.7
Asian/Pacific Islander	14	100.0	50.0	41.7	8.3	0.0	8.3
Hispanic	17	100.0	30.8	53.8	7.7	7.7	15.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	418	100.0	21.3	38.6	22.0	18.1	40.2
Disabled	72	100.0	73.8	18.5	4.6	3.1	7.7
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	488	100.0	28.8	35.6	19.6	16.0	35.6
English Proficiency							
Limited English Proficient	35	100.0	48.0	36.0	12.0	4.0	16.0
Non-Limited English Proficient	455	100.0	27.8	35.6	20.0	16.6	36.6
Socio-Economic Status							
Subsidized meals	166	100.0	46.9	35.0	9.1	9.1	18.2
Full-pay meals	324	100.0	20.5	36.0	24.4	19.1	43.6

Social Studies							
All Students	490	100.0	25.3	49.6	17.5	7.6	25.1
Gender							
Male	273	100.0	26.1	45.7	17.6	10.6	28.2
Female	217	100.0	24.4	54.2	17.4	4.0	21.4
Racial/Ethnic Group							
White	405	100.0	22.6	50.5	18.5	8.3	26.9
African American	53	100.0	43.8	39.6	10.4	6.3	16.7
Asian/Pacific Islander	14	100.0	16.7	66.7	16.7	0.0	16.7
Hispanic	17	100.0	46.2	38.5	15.4	0.0	15.4
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	418	100.0	19.4	52.0	19.7	8.9	28.6
Disabled	72	100.0	60.0	35.4	4.6	0.0	4.6
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	488	100.0	25.0	49.8	17.6	7.7	25.2
English Proficiency							
Limited English Proficient	35	100.0	28.0	60.0	8.0	4.0	12.0
Non-Limited English Proficient	455	100.0	25.2	48.9	18.1	7.8	25.9
Socio-Economic Status							
Subsidized meals	166	100.0	38.5	46.2	13.3	2.1	15.4
Full-pay meals	324	100.0	19.1	51.2	19.5	10.2	29.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	146	100.0	9.6	20.5	56.2	13.7	69.9
	4	148	99.3	13.7	42.5	42.5	1.4	43.8
	5	164	100.0	12.9	50.3	33.7	3.1	36.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	157	100.0	11.6	27.9	46.3	14.3	60.5
	4	166	100.0	19.6	34.5	42.6	3.4	45.9
	5	167	100.0	18.5	48.3	31.1	2.0	33.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	146	100.0	15.1	42.5	31.5	11.0	42.5
	4	148	100.0	12.9	36.7	29.3	21.1	50.3
	5	164	100.0	16.0	38.0	29.4	16.6	46.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	157	100.0	10.2	47.6	32.0	10.2	42.2
	4	166	100.0	16.2	35.1	24.3	24.3	48.6
	5	167	100.0	11.3	44.4	21.9	22.5	44.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	157	100.0	27.9	40.8	25.2	6.1	31.3
	4	166	100.0	25.0	29.1	19.6	26.4	45.9
	5	167	100.0	33.8	37.1	13.9	15.2	29.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	157	100.0	19.0	57.1	19.7	4.1	23.8
	4	166	100.0	18.2	47.3	21.6	12.8	34.5
	5	167	100.0	38.4	44.4	11.3	6.0	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 953)				
First graders who attended full-day kindergarten	98.1%	Up from 0.0%	100.0%	100.0%
Retention rate	1.6%	No change	2.2%	3.0%
Attendance rate	96.1%	Down from 96.6%	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.6%	Down from 13.4%	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.7%	Down from 9.2%	1.9%	3.2%
Eligible for gifted and talented	14.0%	Down from 18.4%	19.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.9%	Down from 9.4%	7.2%	8.2%
Older than usual for grade	0.2%	No change	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 0.1%	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	56.6%	Up from 47.2%	55.1%	52.6%
Continuing contract teachers	81.1%	Down from 83.0%	86.6%	83.3%
Highly qualified teachers	96.0%	Up from 93.9%	94.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.9%	Up from 81.4%	87.1%	87.0%
Teacher attendance rate	95.5%	Down from 96.3%	95.5%	95.0%
Average teacher salary	\$42,127	Up 3.4%	\$42,969	\$41,703
Prof. development days/teacher	8.6 days	Up from 5.0 days	11.9 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 21.1 to 1	20.2 to 1	18.8 to 1
Prime instructional time	90.1%	Down from 91.6%	90.8%	89.8%
Dollars spent per pupil*	\$5,675	Up 23.9%	\$5,794	\$6,242
Percent of expenditures for teacher salaries*	70.8%	Up from 66.0%	68.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Boiling Springs Elementary School (BSES) has continued its rapid student growth rate since losing 500 students when Oakland Elementary School was opened in 2003. Beginning the 2003-2004 school year with 870 students, BSES has seen its enrollment rise to 1043 students in 2004-2005. This increased enrollment has created some challenges for our staff: addressing an increased pupil-teacher ratio, utilizing portable classrooms, and meeting the needs of a more diverse student population.

During the 2003-2004 school year, school members saw the school's overall report card slip slightly (from excellent to good overall). Parents and community members should understand that the overall score for the school was the same as the previous year when its students scored at an "excellent" standard; however, the standard for "excellent" was raised by 0.1 throughout the state. While school members were disappointed with this "slippage," we feel positive about the progress made with "target areas" for the 2004-2005 school year. Teachers made good progress with the implementation of the literacy model. Students were engaged in meaningful instruction daily that required regular reading and writing activities. In mathematics, students were provided additional instructional time in grades three through five. Regular practice of basic skills to include math facts enhanced student efforts. Enrichment opportunities were available to all. Science and social studies instruction were enhanced by having lessons linked to other subject areas on a regular basis. In the intermediate grades students were taught daily lessons in these disciplines (in a departmentalized setting). Students needing academic assistance were provided assistance by on-site tutors four days per week. Teachers identified students needing assistance and assigned students to the tutors. Tutors taught to the needs of each student. Teachers integrated character education throughout the curriculum on a regular basis. Students participated in a variety of activities to support this initiative: signing a character compact, understanding the common core of virtues, participating in our character education writing prompts, and striving for our character education awards (Terrific Kids - each month and Character Education Students - each nine weeks).

To support our academic efforts, the school has included the community to enhance student and teacher efforts. The community members regularly participated in our students' school lives. They participated regularly in enrichment days, in presentations to our students, and in school programs. Our parents continued to contribute time and talents to the overall efforts of our staff and students. They did this in a variety of ways: fund raisers, activity days, support of the nurse in our school, providing teacher / student resources, support of our newest reading initiative (The Hut), and the support of outstanding student achievement.

As we plan for the 2005-2006 school year, we recognize the need to continually improve and enhance our skills to address the ever-changing needs of our students. Focus areas for this school year include the following: a continued focus on literacy instruction, an effort to enhance the quality of our science laboratory experiences in the intermediate grades, and integration of subject areas in all grades.

Frederick E. Menzer (Principal)
Howard Jones (SIC Chairperson)

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	56	139	88
Percent satisfied with learning environment	100.0%	91.2%	88.2%
Percent satisfied with social and physical environment	98.2%	92.0%	90.9%
Percent satisfied with school-home relations	98.2%	92.7%	78.2%

*Only students at the highest elementary school grade level at this school and their parents were included.